THE Journal OF THE AER

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THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Lyman Bryson has left his post at CBS to resume his professorship at Columbia University, New York.

Pare Lee Brock, president, Southeastern Region, AER, has left Station WATL, Atlanta, to take a post with Station WNOX, Knoxville, Tennessee.

Dr. Tracy F. Tyler, *AER Journal* Editor, was one of the speakers at the Installation Dinner of Beta Iota Chapter of Zeta Beta Tau fraternity at the University of Minnesota, November 20, 1949.

Audio Scripts, 1948, the publication containing a selection of the prize winning radio scripts of that year, can still be secured at 60 cents. Write William D. Boutwell, Scholastic Magazines, 7 East 12 Street, New York.

Eleven sets of transcriptions suitable for school use are appraised by the AER Record and Transcription Evaluation Committee in mimeographed form. AER members may receive copies by sending 50 cents to the AER office, 228 N. La Salle St., Chicago 1.

Radio House, University of Texas, celebrated its tenth anniversary on November 19. Among the special features of the celebration, prepared by the Radio and Television Committee, were a program by the University Symphony Orchestra and two radio dramas by Norman Corwin.

The Case of Eight Years, a program directed at evils resulting from discriminatory membership practices in some high school sororities, was presented on the *Mr. District Attorney* broadcast on the NBC network, December 7 at 9:30 p.m., EST. Producer-director Edward A. Byrnes and writer Robert J. Shaw collaborated on the script.

Television opera presentations by NBC are scheduled to begin January 14, with the televising of *Down in the Valley* at 10 p.m., EST. Three additional operas have been scheduled: *Madame Butterfly*, February 11; *The Bat*, March 11; and *Tales of Hoffmann*, April 8. The opening presentation runs 30 minutes; the other three, one hour each.

Indiana University is broadcasting two radio courses for credit over FM station WXRW, Louisville, Kentucky, on Wednesdays and Fridays at 7 p.m. Courses are American Federal Government by John E. Stoner and Introduction to Drama by Ralph Collins and Horst Frenz. The classroom discussions are supplemented by correspondence study.

Dr. Alfred Crofts, who has done such an outstanding job of writing and delivering the weekly broadcast, *Journeys Behind the News*, for the University of Denver, left November 18 for a trip around the world. The trip was made possible by a fellowship provided by the Social Science Foundation, University of Denver. Dr. Crofts, who is due to return in mid-March, will write a weekly script on the trip for delivery over Station KOA, Denver, and other stations in that region.

Elmer Davis is reported to have stated recently that radio is better than television for the broadcasting of news.

Marguerite Fleming, president, Great Lakes Region, AER, has asked to be relieved of her AER post because of the added duties she now has in her St. Louis position.

Syracuse, New York, is considering the taxing of TV set owners. The charge would be in the nature of a license for the erection of roof aerials, which the city engineer believes are potentially dangerous.

America's Town Meeting [ABC] changes from an hour to a half-hour format on January 3. Broadcast time is from 9 to 9:30 p.m., EST. The program will present two speakers instead of four. George V. Denny, Jr., continues as moderator.

National Conference on the Occupied Areas was held in Washington, D. C., December 2-3, 1949. President George Jennings appointed Mrs. Gertrude G. Broderick and Dr. Franklin Dunham, U. S. Office of Education, as AER representatives to the Conference.

The Elgin, Illinois, public schools have a new FM station, WEPS, which was scheduled to reach the air by January 1. The station is licensed to operate on the 88.1 megacycle frequency, and starts with a budget of $10,000 provided by the Board of Education. E. C. Waggoner is director of audio-visual education at Elgin.

W. H. Lighty, who retired in 1937 as director of extension teaching at the University of Wisconsin, was feted recently on the eve of his departure for Newton, New Jersey, where he plans to make his home. According to Harold B. McCarty, director, Station WHA, Mr. Lighty was the first to catch the full meaning of education by radio.

Television sets in the U. S. passed 3 million on November 1, according to Hugh M. Beville, Jr., NBC director of research. About 25 per cent are now in New York, as compared with 45 per cent the year before. TV set ownership will reach 7½ million by the end of 1950, according to J. R. Poppele, president, TV Broadcasters Association.

World-Radio Handbook for Listeners [Fourth Edition, 1949-50], well-known reference work on international broadcasting for those who listen to the broadcasts from other nations, reached the public recently. Published in Copenhagen, Denmark, the English edition of this book can be secured from 32 Whittlesey Av., East Orange, N. J.

California Stepping Stones, a series of ten transcribed dramatizations of colorful episodes in the history of California [designed for children], has been prepared by the Junior Leagues of California. Recorded at 33⅓ rpm on non-breakable vinylite, the series costs $45. For particulars write to Radio Chairman, Junior League of San Francisco, Hotel Mark Hopkins, San Francisco 8, California.

Arch Kepner, continuity editor, Station WQXR, New York *Times*, died November 27. Mr. Kepner had been with WQXR since 1937.

Wiley S. Maloney was appointed recently to the post of director of news and special events for WCCO by Wendell B. Campbell, general manager of the Twin Cities station.

The Universal Declaration of Human Rights is the theme of a dramatized script which may be obtained by writing Mrs. Kathleen N. Lardie, Station WDTR, 9345 Lawton Avenue, Detroit 6, Michigan.

The Basic Issues in Color Television, a pamphlet containing the statement presented to the FCC by CBS President Frank Stanton, October 4, 1949, should be read by every AER member. Write for a copy to Dr. Stanton at 485 Madison Ave., New York.

Siegfried Mickelson, head of the WCCO news department since 1943 and onetime assistant professor of journalism, University of Minnesota, has been appointed director of talks and discussion for CBS. He is to assume his new post in New York on January 16.

NATIONAL OFFICERS

GEORGE JENNINGS, *President*, director, Chicago Radio Council, 228 N. La Salle St., Chicago 1.
JOHN C. CRABBE, *First Vice-President*, director of radio, College of the Pacific, Stockton, Cal.
KATHLEEN SAUNDERS, *Second Vice-President*, Rochester, New York.
GERTRUDE G. BRODERICK, *Secretary*, radio education specialist, U. S. Office of Education, Washington 25, D. C.
BLANCHE YOUNG, *Treasurer*, radio consultant, Indianapolis public schools, 160 North Meridian Street, Indianapolis 4.

DIRECTORS AT LARGE

FRANKLIN DUNHAM, chief, Educational Uses of Radio, U. S. Office of Education, Washington 25, D. C.
I. KEITH TYLER, director of radio education, Ohio State University, Columbus 10.
WILLIAM B. LEVENSON, assistant superintendent of schools, Cleveland, Ohio.
KATHLEEN N. LARDIE, director, Station WDTR, Detroit public schools, Detroit 6.

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PARA LEE BROCK, *Southeastern*, Station WNOX, Knoxville, Tennessee.
MARGUERITE FLEMING, *Great Lakes*, consultant in radio, Board of Education, St. Louis 8.
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SHERMAN P. LAWTON, *Southwestern*, coordinator of radio, University of Oklahoma, Norman, Oklahoma.
JAMES MORRIS, *Pacific Northwest*, director, Station KOAC, Corvallis, Oregon.
JOHN C. CRABBE, *Pacific Southwest*, director of radio, College of the Pacific, Stockton, California.

ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio. BETTY THOMAS GIBLING, *Executive Secretary*, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

AER JOURNAL STAFF

TRACY F. TYLER, *Editor*, University of Minnesota, Minneapolis 14.
VIRGINIA S. TYLER, *Assistant to the Editor*, 1561 Fulham St., St. Paul 8, Minnesota.
GEORGE JENNINGS, *Business Manager*, director, Chicago Radio Council.
A. L. CHAPMAN, University of Texas; BELMONT FARLEY, National Education Association; WILLIAM LADD, State College of Washington; WILLIAM H. SENER, University of Southern California; TRACY F. TYLER, University of Minnesota; *Editorial Board*.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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TRACY F. TYLER, Editor VIRGINIA S. TYLER, Assistant to the Editor GEORGE JENNINGS, Business Manager

Is Education Losing Out in FM?

LESS THAN FIVE YEARS AGO the Federal Communications Commission, after extensive hearings, proposed in a 200-page report that 20 frequencies in the FM band be set aside for noncommercial educational FM stations. After further hearings the proposal was adopted and, for the first time, education had a place reserved for it in the radio spectrum. This action received nothing but favorable comment from educators and civic leaders.

During the years that have followed, education has been building slowly but solidly to make available radio service within this area allocated to it. None familiar with educational development should be surprised that no mad scramble has taken place to utilize these choice frequencies. Yet there has been some criticism of education for its lack of speed, some of it coming from members of the FCC itself.

Educators are perfectly willing to stand on their record, pointing out that the one state which has proceeded farthest —Wisconsin—is setting a high standard of performance. The Wisconsin plan, they state, is bound to be used as a model by other states as they undertake their educational campaigns to win state support for the establishment of similar state-wide FM systems.

Considerable time, years perhaps, is bound to pass before all the states develop the type of FM system that is nearly completed in Wisconsin, or before all city school systems acquire systems like those to be found in Cleveland, Chicago, San Francisco, Detroit, Toledo, Newark, and Atlanta. But the allocation has been made, the frequencies are available, and patterns have been set. Time will resolve the problem, and when it does, those who have been most critical about what they felt to be the slowness of the educators, will be the first to praise the educators for proceeding only as fast as public support and sound planning would permit.

A real danger, of which many may not be aware, has already risen on the horizon. It is not directly related to the commercial radio industry, although there have always been some suggestions that the FM educational band should be thrown open to all applicants because educators have not made application rapidly enough for the frequencies. The danger is from pseudo-educational groups whose primary purpose is not education, but religion, propaganda, or pure commercialism. Dr. John W. Studebaker, the then U. S. Commissioner of Education, probably had more to do than any other individual with securing the original allocation of 20 FM channels for education. It was his thought and that of the many thousands of educators who supported him and, I am sure, of the Federal Communications Commission at that time, that this band was for the noncommercial use of state, county, and city educational systems, and also for the purely educational use of private schools and colleges.

No one then believed that any religious group—Protestant, Catholic, or Jewish—had any rights whatsoever in the educational band, and none who had any part in establishing the band believes today that such groups should have.

The Southern Baptists [FCC Docket 9,470], however, are already moving in on the educational FM band. Apparently they have the backing of certain other denominations. Every fair-minded citizen, regardless of his religious affiliation, should oppose this breach. The educational FM band was set aside for the nonsectarian educational benefit of the boys and girls of this country and for no other reason. When the needs of every state for educational radio facilities have been satisfied, no room will remain in the band for any other purpose. If religion is to be given radio facilities, another band many times the size of the educational FM band will be required. That sectarian religion should be provided with such facilities has not been decided as yet, and until such a decision is made should it not compete in the regular commercial band with the others who have ideas or products to sell?

The writer has no intention of belittling religion in its broadest and highest sense. Like education, nonsectarian religion should be and constantly is searching for truth. Such search and teaching unite; programs espousing sectarian religion divide, just as do those put on by the hucksters of soap, cigarettes, and serutan.

The boys and girls of the United States find themselves in an exposed and defenseless position. There is real danger that they will lose the FM band. Yet it was established to make sure that eventually there would be available something more solid in the way of radio listening fare than is provided as a by-product of the advertising business. Other interests are already trying to break down the door. Although the educators may realize the danger, do they have the funds with which to carry on a costly legal battle to protect these educationally dedicated channels? Are our boys and girls not to have an advocate?

What is the primary purpose of the Federal Communications Commission? Is it not to defend the interests of the public? What does the Communications Act of 1934 mean when it uses the expression "the public interest, convenience, and necessity"?

Can any reasonable person believe that sectarian religion was intended to be served by the FM educational band? Is it the intention of the present Federal Communications Commission to allow to be repeated in the FM band the same tragic fate which befell education in the AM band? Let us hope that the FCC will shut the door to other than *bona fide* educational applicants before it is too late.—TRACY F. TYLER, *Editor*.

The President's Page

FCC TV "freeze" unchanged—The "freeze" put on applications for new TV stations by the Federal Communications Commission almost eleven months ago has not materially altered. It is still in effect, and most commentators and observers do not expect it to be raised for another eighteen months or longer. In the interim the FCC has continued its hearings on TV problems—allocation of channels in the ultra high frequency band and color.

Recently the FCC requested that CBS and RCA present color TV demonstrations before the Commission in Washington, which both companies did. Then, the FCC decided to move en bloc to California to witness the demonstration of a third color TV process. Du Mont Television threw the Commission into an uproar during one session when its engineers wheeled in huge contraptions presumably to present "color television," plugged the equipment into house current and blew all the fuses. Obviously, Du Mont's "demonstration" was pointing up the fallacies [as they saw them] in the several TV color methods. The FCC chairman failed to see the humor in the Du Mont presentation and called it to a halt.

A number of organizations primarily interested in the use of TV in education have presented notices that they wish to be heard when and if the allocation of ultra-high frequencies again comes before the Commission. Included are: The Association for Education by Radio, the National Association of Educational Broadcasters, and the Association of Land-Grant Colleges. The National Education Association will make a strong presentation for the allocation of TV bands to educational institutions as will the United States Office of Education.

Chicago demonstrates TV—The Radio Council of the Chicago public schools, in cooperation with the American Television School, has booked TV demonstrations into thirty high schools in Chicago. In most instances, all student body members and faculty will see the program, as three and four assemblies are being held in the larger schools.

The program consists of an explanation of the TV camera, transmitter, and receiver, followed either by a student workshop demonstration or the presentation of a "lesson" by a faculty member. Music groups also have been televised on the "captive" system.

Purpose of the demonstrations is to acquaint all students with the way television works and acquaint faculty members with the problems of television programming and pickup. Out of the demonstrations it is hoped that a series of high school programs will develop.

TV offers sight for blind—While the entire theory is still just that, in *theory* it is possible for the blind to see by replacing damaged eyes with a television "scanner" connected directly to the brain, according to Dr. Wendell J. S. Krieg of Northwestern University. In the same issue of the *NAEB News Letter* it was reported that Los Angeles school nurses were admonishing students "to shun television."

The nurses in many instances told the pupils that the "flickering" could be very damaging to youngsters' vision. A ranking school official remarked, "Possibly some of the television people will not like this attitude, but our foremost concern is the health of the students."

And here we have the vicious circle: television said to be impairing vision of the young and at the same time being thought of as a device to restore the sight of the blind! Certainly, a mixed blessing!

TV's role in education—In keeping with most educators and broadcasters Leon Levine, CBS director of discussion programs, feels that television will supplement rather than supplant teachers and textbooks at the elementary and secondary school levels. Television, according to Mr. Levine, will take its place with radio, records, and films in providing additional experiences for pupils, augmenting their classroom instruction.

"If the experience of network radio is a guide," said Mr. Levine at a recent meeting of the New Jersey Education Association, "television will not very successfully meet the needs of classrooms on a nationwide basis, but only at the local level."

This writer would take issue with Mr. Levine on his latter statement. The failure of network educational programs is largely due to the lack of use of network facilities, the expense of doing an adequate job, lack of personnel, and lack of imagination. The *CBS School of the Air*, which is the best remembered series of network school broadcasts, was largely produced within the four walls of a New York studio. Visits with microphones to places outside of the studios were relatively infrequent. And yet, with the facilities of CBS, what a whale of a United States geography series might have been done had the program division seen fit to break down the four walls and get the microphones out on the spot.

It did not take the educator long to learn the "tricks" of studio production, nor was the educator far behind in the content of studio programs. But the local educational station, even with the help of other such producing groups, could never visit the far places of the United States and the world, simply because it does not have the line-facilities.

This has been regrettable—that the network radio education director always was kept within the four walls of the studio. And, now, the network thinking in regard to TV apparently hasn't changed. Some studio TV "educational programs" will be done; they'll not fit local courses of study; they'll possibly again be too long for best classroom use; and, eventually, the TV network, as did the radio network, will say, "The local schools have done the educational job so well that our services are no longer needed."

This begs the question, and saves the networks money. If the radio and TV networks were genuinely sincere in doing a truly educational job for the classroom they'd "bust" out of the confines of Radio City and Madison Avenue and take their cameras and microphones out on the highways and byways of these United States. They might even bring to the classroom a little of the flavor of America that Walt Whitman sings of and that students half-heartedly read about:

I hear America singing, The varied carols I hear
Each singing what belongs to him or her and to none else
Singing with open mouths their strong melodious songs

—GEORGE JENNINGS.

Minnesota's Tape Recording Project

An editorial in the October, 1949, issue called attention to the experiment in tape recording being undertaken this year by the Minnesota State Department of Education. It is now possible to present a preliminary report on the first quarter's operation, thanks to Richard C. Brower, audio-visual-radio supervisor, Minnesota State Department of Education, under whose supervision the project is being carried on.—THE EDITOR.

IT IS DIFFICULT to detect either genius or idiot in the human race at the age of three months, and it is equally difficult in the field of experimental education. The Minnesota Experimental Tape Recording Project was formally launched on September 1, 1949. The first quarterly activities report was presented to the board of directors covering operations through November 30. At this early date only a preliminary statement of problems and findings may be made.

Operation—The purpose of this project is to supply to Minnesota schools for classroom use radio materials unobtainable in recorded form from commercial sources. These materials are recorded on master tapes meeting broadcast standards for fidelity and dynamic range.

Schools desiring programs listed in catalogs furnished them by the Minnesota Department of Education send in their magnetic tape, indicate the program desired, and pay the postage both ways. [This postage averages thirty-two cents for four fifteen-minute programs.] Engineers at the recording center then duplicate from the master tapes to the school tapes and return to the schools the programs ordered.

The teachers who use these teaching materials agree to evaluate them on special card forms that accompany each program. These accumulated evaluations will form the basis for retaining, revising, or discarding materials that will appear in future listings. In this way it will be possible to build up a library of well selected curriculum materials, low in cost, readily available, and easy to use.

Advantages—Comments from teachers make it possible to suggest the following advantages of making easily available to schools these radio-type materials:

[1] *There is an opportunity to preview materials* that radio does not offer. Teachers say that this gives them a chance to use to the fullest the educational value of programs for their particular classes.

[2] *It gives teachers complete control of the time element.* This is of particular advantage in secondary classes where a teacher may have several sections proceeding at varying speeds. Repetition to provide for individual differences and absences is possible.

[3] *Reception is equal or superior to on-the-air broadcasts.* Careful technical control of recording and duplicating gives schools a type of listening obtainable only through radios much higher in price than those usually assigned for classroom use. Limitations of distance and weather are eliminated.

Preliminary conclusions—Some data might be cited as evidence that the "infant" project is not entirely of the "idiot" variety. There are early indications that:

[1] *A state project can be operated at a reasonable cost.* At present it appears that the full potential demand for recorded materials in Minnesota schools can be met at a cost of about *one cent per pupil per year* using equipment and techniques now in operation.

[2] *Teachers can be interested in using pre-recorded tape materials.* By the end of the initial quarter the weekly demand had risen to 76 programs. These requests came from all parts of the state, called for material in many subject matter fields and grade levels, and originated in schools of all sizes.

[3] *Securing recording equipment is not a difficult administrative problem.* The values of recording on magnetic tape are so dramatic and easily demonstrated that school boards find it an advantageous investment of educational funds. Over half of the graded elementary and secondary school systems in Minnesota have recorders available at present and a preliminary survey indicates that by the beginning of the next school year all will be so equipped. The pattern of progress has not yet been worked out for ungraded rural schools, although experimental units have been set up.

[4] *Excellent teaching materials are available.* Wonderful cooperation from many organizations have placed a wealth of material at the disposal of the recording project. Many organizations within the state are planning special programs in such fields as mental health, guidance, nature study, conservation, foreign languages, and in-service training of teachers that should un-grade instruction in the most remote of Minnesota communities.

GLEN SUNDBERG, *recording engineer, at the controls of two pieces of recording equipment used in duplicating tape orders from Minnesota schools.*

Limitations—As yet it has been possible to use only to the most limited degree the tremendous resources of commercial broadcasting with its wealth of talent, skill, and experience. There are constant demands to include national network programs in the listings of available materials. No clearances for such material have been secured as yet. That does not mean, however, that schools are not using network programs. They are—and have been for some time. But they must go to the bother of local recording, put up with less than professional quality, and depend on the uncertainties of radio reception. A state-wide service could eliminate all of these inconveniences and would constitute the highest type of public relations between commercial radio and the schools as well, without changing any of the basic facts as they now exist. Is there not a better solution to this situation than a growing "grey-market" use on the part of the schools in the face of a continuing refusal for non-profit duplication clearance?—RICHARD C. BROWER, audio-visual-radio supervisor, Minnesota Department of Education.

New Jersey Officers

The December issue of the *Journal* carried a story about the October 19 meeting of the New Jersey AER and reported the officers elected at that time. Subsequently, two additional officers were elected. Edgar Bye, State Teachers College, Montclair, was named northern vice-president; and Arlene R. Sayre, director, *This Is New Jersey*, State Department of Conservation, Trenton, was named southern vice-president.

TV—Tomorrow or Today?

YOU ARE A TEACHER, anxious to keep up with the latest methods in education. I, too, am a teacher and, like you, I want to use every means to provide my students with a broad learning experience. We both are interested in television—the possibilities for instruction through the new medium seem endless and we are excited by the promises and forecasts of professional producers.

There is no doubt in our minds that TV is here to stay; for us as everyone else, the question is how to incorporate video into our lives, so that its flaws can be overcome quickly and its undesirable effects do not outweigh its social benefits. Understanding, skill, and a sense of responsibility are required and you and I are willing to do our part in the area of formal education. Unfortunately, we encounter difficulties: securing sets for school use, finding programs suited to our teaching needs, applying knowledge gained through video-viewing to specific academic problems.

If we wait, however, until classrooms are equipped with receivers, offerings improve, and *we* have time for preparation, follow-up, and extension activities, our students may have psychologically separated TV and learning, so that one represents pleasure and reality while the other remains a dull duty unrelated to life as they see it. Already teachers have been disturbed by the conflict between "homework" and the new fascination and we know what will be the inevitable choice if we do nothing to prevent complete disassociation of enlightenment and enjoyment. Preferring to turn the enemy's guns to our advantage, we decide to make clear to our students the relationship between the delights of TV and the rewards of study. We hope to gain prestige for our efforts pointing out that television as an invention, a medium of entertainment, and an industry, depends on the English skills, the arts, sciences, and other fields; it can contribute to society only insofar as it draws upon the various kinds of knowledge and ability possessed by society. At the same time, we plan to demonstrate that watching any video show is an educational experience and that one's enjoyment is increased to the extent that one's appreciation is developed. Further, we intend to eliminate uninteresting presentations and avoid audience resentment by helping students to view all television intelligently, thus reducing the necessity for special broadcasts to compensate for lack of "educational values" in other material. We are going to begin to do this immediately!

First, we shall consider our needs. . . . How can I, I wonder, relate TV to reading in the elementary grades, or to high-school study of literature? How can you, you ask, bring video into math, general science, or social studies? . . . What possible connection can there be between a lesson in composition and the flickering image on a television screen? . . . The professional producers have some answers: Shakespearean productions, museum trips, special event pick-ups, and tours of the U. S. Mint. Maybe even cartoons on punctuation and speech habits. . . . Wonderful! we exclaim—where are these programs? When are they to be scheduled? How are we to know about them? . . . In due time, is the reply—when TV is better organized and adequately financed, a full-scale "Operation Education" will be put into effect—on certain days at certain hours and every teacher will be supplied with appropriate guides and manuals.

Neither of us is a skeptic by nature and we believe good intentions lie behind many a television prospectus, but "the best-laid plans . . ."; we can't afford to wait and, in any case, we are not sure that the professional producer with primarily commercial interests is the person to determine our video resources. Moreover we feel somewhat limited by the type of program envisioned by educational producers. Even though conventional use of the portrayal of a good play, a scientific experiment, or a historical happening can serve worthy purposes, you and I are not satisfied with the customary cataloging of subjectmatter. Nor are we certain that the material, by virtue of being televised, will bring about the psychological association we desire. We do not want television to be only a means of visual instruction, important as that is; we also want our students to regard every aspect of the medium as a reflection of every aspect of human development through the ages. With this in mind, we try to find other answers to our questions.

I have an "angle" for the teaching of English: video's resemblance in capacities and structure to the fairy tale magic mirror and wizard's telescope ought to intrigue readers of any age, say I, and what better way to make Gulliver and Alice acceptable to "sophisticated" mentalities than by pointing out the Lilliputian dimensions of television images and comparing the results of TV's mechanical reduction process to the literary effects of a bottle labelled "DRINK ME." One shouldn't be bored, I feel, with fancy and fantasy in books, if one is enraptured by titles, formats, and program ingredients through which TV daily reveals its debt to magic, wishful thinking, and the imagination of Lewis Carroll. Why let my students think of scientific marvels in terms of Superman and Buck Rogers when I can introduce them to Jules Verne, H. G. Wells, and Sir Francis Bacon?

And you? . . . You, I'm sure, wouldn't teach social studies and not mention to your class the fun they're missing if they fail to understand a television joke based on history, geography, current events, or personalities in the news. . . . Impossible, I would think, to dismiss the Sahara Desert without referring to the similarity between television transmission and a mirage! . . . No more, I imagine, would you take advantage of video's "immediacy" without having your students take into account the peculiarities of television-viewing which may detract from the desired sense of intimacy or participation.

When confronted with a lesson in writing, I can allude to organization of content and composition of scenes on TV, the selection of titles and themes which "tie in" with material and medium, as do "Stained Glass Windows" and "Shop, Look and Listen." And if you teach math, you hope those not favorably impressed by the mystery of figures will be agreeably aroused by the arithmetic and geometry of television: screen measurements do determine the number of characters in a scene; studio area and the number of cameras affect the type of program available;

geometric patterns are created by dancers and ice-skaters; numerology and giveaway shows are closer than we think.

But you teach art and are interested in line and color, density and proportion—you hope museum displays will eventually be brought into your classroom by TV, but meanwhile you seize every opportunity to establish the significance of artistic principles in all things, however far from the aesthetic they may appear, including video newscasts and home economics shows. . . . As the athletic instructor you recognize that coordination, rhythm, and grace also are inherent in all activity from a forward pass and backhand stroke to a variety show or comedy routine. You don't have to "teach" Wordsworth, but you and I both sense the essential truth of the Lucy poems as it applies to our students and TV: one can absorb strength and beauty from every element of life, if only the proper associations be made, consciously or otherwise. Guidance quickens the process and guidance is our job.

Let's make TV a contributing force to the betterment of our work—let's make television a topic of conversation in as well as outside of school, and while we're waiting for sets, promised programs, and more time for elaborate procedures, let's bring TV into class discussion in other ways—by casual reference or interpolated remarks. . . . Don't let's depend on someone else for video material of educational value; let's you and I and all of us together *make* everything on and about video educationally valuable to ourselves and our TV-wise charges!—BARBARA ALICE WOLFE, White Plains, New York.

Educational Stations of the Nation — KOAC

TOPS—*on the dial*
—in education
—in information

UNDER THIS SLOGAN KOAC, State of Oregon station, broadcasts 12 hours per day, 6 days per week, on a power of 5,000 watts day and night. Here is presented for the people of the state an educational radio service designed to fit all age groups, all segments of the Oregon population. Special emphasis is placed on those broadcast services which the listener seldom finds generally scheduled on other available outlets, as well as those programs peculiarly suited to the educational institutions and departments of state government represented by KOAC.

Historically KOAC is one of those few educational stations to survive the financial chaos of the depression and to emerge among the pioneers in this vital segment of the American scheme of broadcasting. Oregon State College pioneered KOAC as a means of disseminating agricultural information to the rural areas of Oregon. Broadcasts were begun under a government license received on December 7, 1922. The station celebrated its Silver Jubilee on December 7, 1947.

Oregon's educational radio service through KOAC is unique in that the program service is operated as part of the General Extension Division for all institutions in the Oregon State System of Higher Education, including Oregon State College, the University of Oregon, the three Oregon Colleges of Education, and the University of Oregon Medical and Dental Schools. In addition, through an act of the Oregon Legislature, KOAC is authorized to serve all other departments of State government. This service is now rapidly expanding with studios in the Capitol Building in prospect within the near future. Regular educational programming is done from the main studios on the Oregon State College campus and from studios in the speech department at the University of Oregon. A group of 21 people are on the staff of KOAC and assigned the job of educational broadcasting. Student training in radio is reserved to the speech departments of the several institutions in the state system and thus is not a function of the KOAC program staff.

KOAC programs emphasize three important fields: *farm, home, and school.*

Professionally trained personnel plan and produce the programs in these areas of broadcasting. The farm and home programs are traditional and throughout the history of the station have been handled by specialists in the two fields of service.

Added emphasis has been given in recent years to programs planned for in-school use, especially at the elementary level. Over 200,000 Oregon boys and girls listened each week in 1948-49 to the Oregon School of the Air presented by KOAC, and released simultaneously by KBPS, Portland public schools, and KRVM, Eugene public schools. Added service in 1949-50 is resulting through an extensive teacher

Fourth graders and their teacher, Franklin school, Corvallis, Oregon, correlate their art work with the literature series, Land of Make Believe, *dramatized weekly on the Oregon School of the Air.*

in-service training program in the use of radio as a classroom tool of education. KOAC added Don S. Somerville, former director of radio at the University of Wyoming, as school specialist in radio. Mr. Somerville is engaged in extension teaching of radio education classes throughout Oregon. In these classes teachers are learning the fundamentals of broadcasting, the selection of programs for use in the classroom, and the utilization procedures which will result in the greatest good as a new tool of education.

KOAC aims to give complete coverage of special events on the campuses of the State System of Higher Education as well as in home games for the University of Oregon and Oregon State College in football, basketball, and baseball. Lectures, convocations, concerts, visiting leaders in state, national, and international affairs—all are scheduled on the state station. Modern, broadcast quality tape recorders on both the State College and the University campuses increase the opportunities for such special events coverage.

KOAC, as the state station, frequently serves as the link between departments of state government and the commercial broadcasters of Oregon. The writer, who is program manager of KOAC, also serves the Oregon State Broadcasters Association as executive secretary with his office at KOAC in Corvallis. Here are coordinated all special Oregon networks for the Oregon State Broadcasters Association, including championship and all-star games in high school football, basketball, and track. KOAC maintains as general policy the release of its own educational programs to any and all Oregon stations on a noncommercial sustaining basis provided the state station is given credit for the origination of the broadcast. A number of these programs are released under this arrangement both by direct wire for simultaneous broadcast and by recording for delayed broadcast. An expansion of this service to remote areas of the state of Oregon is in the planning stage. So also is the extension of studio facilities to the Oregon College of Education, at Monmouth.—James M. Morris, program manager.

School Broadcasting in the United Kingdom

This is the last in a series of four articles on radio education in various European countries. The first appeared in the September, 1949, issue. The author's conclusions are based upon personal visits to and first-hand observations of the radio systems in the several countries described.—The Editor.

Since the British Broadcasting Corporation is a monopoly, it is easier to gain an accurate, over-all picture of school broadcasting activities in the United Kingdom than it is in the United States. All educational broadcasts are organized by the BBC and are not subject to the supervision of the Government, the Ministry of Education, or any other public authority. The BBC regards school broadcasting as one of its most important and most responsible activities and during the past year substantially greater resources have been devoted to this work.

Out of approximately 35,000 school departments in the United Kingdom, more than half [17,907] make use of school broadcasts.

The service has been continuous since the first series of school broadcasts was presented in 1924. There are two separate departments concerned more or less exclusively with school broadcasting: the School Broadcasting Department of the Talks Division and the School Broadcasting Council.

The Department is divided into four groups: directorate, producers, program assistants, and administration. The Council, consisting of about 50 members who serve without pay, meets twice a year to hear reports from its executive committee. The Council guides the BBC in setting up its program for the schools. Program planning starts a full year in advance of the initial broadcast of a new series.

Throughout the United Kingdom there are 141 people engaged full time in school broadcasting, most of whom have been recruited from the teaching profession. It is not possible to say how many are engaged part time as scriptwriters, actors, musicians, etc. The general policy of the BBC is to reduce to a minimum the extent to which staff contribute to programs as writers or broadcasters. It is interesting to note that school broadcasting has never been curtailed for lack of funds. The cost per hour of school broadcasting is as great as that of any other type of broadcast.

The purpose of school broadcasts in the United Kingdom is not to teach but to supplement by radio what the teachers are doing. The contributions which broadcasting can make in this attempt to supplement the work of the teachers are considered to be:

[1] To bring to the classroom the voices of outstanding men and women of our time.

[2] To bring to the classroom the voices of men and women who are worth hearing for what they have to tell—travellers, experts, people with special experience of many different kinds which is worth passing on.

[3] To provide first-class performance [sometimes combined with exposition] in the aural arts—music, drama, poetry reading, etc.

[4] To extend children's awareness and understanding of the present-day world, at home or abroad, by dramatization, eye-witness description, and other devices which give the illusion of "being there."

Robed choir, Corvallis Christian church, participating in one of KOAC's many nondenominational religious broadcasts. All religious programs are under the direction of the Corvallis Ministerial Association and the Oregon Council of Churches.

[5] By the same or similar means, sometimes combined with commentary or readings, to enrich children's enjoyment and awareness of the world of fiction.

[6] To provide examples of radio as an art form in its own right, and to give a training in selective and critical listening.

[7] To provide commentary, specially written for children, on topical events.

[8] To provide help to teachers in subjects in which they are not specialists.

Most school broadcasts last about eighteen minutes. Experience has shown that it is rarely possible to broadcast effectively to children in school for a longer period. The bulk of school broadcasts is given between 11:00 a.m. and 12:00 noon and between 2:00 and 3:00 p.m.

There is close cooperation between radio and the schools. For each broadcast series there is a panel of about fifteen teachers who report after each broadcast, providing an immediate reaction so that, if it seems desirable, alterations may be made of subsequent broadcasts.

In addition, teachers help by returning longer questionnaires issued in the course of postal surveys. The accepted methods of random sampling are applied, and questionnaires normally are sent to a random sample of 500 schools selected from the potential audience for the series under examination. About 70 per cent of the teachers can be depended upon to return the forms.

The Council employs a large number of education officers who spend the greater part of their time visiting schools and talking with teachers and children. Their visits have two main purposes: To discover what is happening in the schools entirely apart from broadcasting, and to listen to broadcasts with classes of children and to assess their effectiveness.

The school broadcasting service is now so well established as a part of the educational life of the country that it is no longer considered necessary to take special steps to promote its wider use. But steps are taken to increase the interest of teachers in broadcasting as a medium and to improve the use they make of the service.

The Ministry of Education, the local education authorities, and the associations of teachers all organize refresher courses for teachers and the Council is frequently invited to provide demonstrations at such courses. In some cases courses are wholly devoted to the problems involved in the classroom use of school broadcasts; at others a general course or a course on a particular subject will contain a demonstration on school broadcasting.

Little attempt is made to coordinate the broadcasts with the syllabi of the schools. Each broadcast in most series is complete in itself and does not depend for its success on the school having heard previous broadcasts; hence both regular and selective listening is possible.

In June each year an annual program is widely circulated [the print order is now 40,000] to enable schools to decide what series to listen to in the following year and to plan their schedules accordingly. Teachers' leaflets which have been issued in the current school year include the following series: History, Travel, Nature Study, Geography, General Science, Religion and Philosophy, Science and the Community, Health Talks, Physical Training, Wales: It's Life and People. All these publications are issued free to the schools. Illustrated pamphlets for the pupils are published at sixpence per copy with 33⅓ per cent discount to schools. An idea of the scale of this service will be obtained from the fact that in the 1949 spring term, 638,000 pamphlets were supplied and a further 51,000 were ordered but could not be supplied owing to shortage of stocks.

Since the broadcasts to schools are transmitted on the Home Service wavelengths of the BBC there is a substantial adult audience for the programs. Adult reaction is almost invariably favorable and many parents believe the broadcasts are a valuable link between home and school. In 1949-50 there will be 1,827 broadcasts to schools, an increase of 108 over the previous year.

A new development is the holding of the first National Conference on School Broadcasting. If successful, this will become an annual event.

Frequency modulation is in the experimental stage throughout the United Kingdom and has not yet been used for school broadcasts. Many phases of television production in England are far superior to ours, but at the present time no special television programs are provided for schools. The Council has expressed the view that television might, in due course, make an important contribution to education. It nevertheless considers that the premature inauguration of a school television service might react unfavorably on its ultimate development.—JOE A. CALLAWAY, director of radio education, Michigan State College.

These Things Are America!

CHORUS: AMERICA THE BEAUTIFUL . . . UP ESTABLISH TAKE UNDER ON CUE

ANN: The Radio Council of the Chicago public schools presents THESE THINGS ARE AMERICA!

CHORUS: UP TO END AND OUT

[PAUSE]

ANN: In thousands of schools this morning you might have heard this ceremony . . .

CHORUS: PLEDGE OF ALLEGIANCE

CHORUS: ONE VERSE "AMERICA"

NARR: These things are America. Thousands and thousands of boys and girls in elementary and high schools opening their daily activities with the pledge of allegiance and a patriotic song—a renewal of faith in America and in American ideals—a renewal of faith in the American way. Let's take a look at some of these things that are America—let's look at the land itself—

VOICE 2: There was always the land . . . it was here when the Pilgrims found Plymouth Rock . . . the land that is America stretched just as far then as it does now. There were the same mountains. . .

VOICE 3: The Alleghenies—the Rockies—the Cascades . . . they were always here.

VOICE 4: And so were the rivers . . . the Hudson, Ohio—the Mississippi, the Missouri . . . the Snake and the Columbia. . . .

VOICE 3: There was the Piedmont, the prairies, the plains—the valleys between the hills and the mountains. There was the South, the North, and the West.

VOICE 2: America was land and places on the land.

NARR: Yes, America was land, and places. America was mountains and valleys. America was geography. And then what happened? Well, people began to move. The English—the Dutch, the French, and the Spaniards sailed their flimsy vessels for months across the Atlantic. They founded Saint Augustine, Santa Fe, New Amsterdam, and the thirteen original colonies which sat like flies on the edge of a plate not knowing or caring what was behind them—faces to the east, dependent upon the "home-country"—or so they thought at first.

VOICE 3: But there were adventurers, weren't there? There were some who looked to the west—to the Alleghenies . . . . There were some who looked even farther—there were some who dreamed of liberty—of freedom—of a nation of their own. . . .

NARR: There was Patrick Henry . . . . . .

HENRY: And, gentlemen, if this be treason, make the most of it. I say, give me liberty or give me death. . . . .

NARR: And good Ben Franklin . . . . . .

FRANKLIN: [LAUGH] Most assuredly, gentlemen, we must hang together, or we'll all hang separately.

NARR: FIRST THEN, THE DECLARATION OF INDEPENDENCE.

CHORUS: FAITH OF OUR FATHERS . . . . . SOFTLY UNDER . . . . . TO OUT CUE.

JEFFERSON: When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of God. . . . . .

NARR: And the fire brand of the Revolution—Tom Paine . . . . . .

PAINE: These are the times which try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country. But he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like Hell, is not easily conquered: Yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. . . . if there be trouble let it be in my day, that my child may have peace. I call not upon a few but upon all . . . . not upon this state or that state, but on every state: UP AND HELP US! LAY YOUR SHOULDERS TO THE WHEEL. BETTER TO HAVE TOO MUCH FORCE THAN TOO LITTLE, WHEN SO GREAT AN OBJECT IS AT STAKE!

NARR: And finally . . . . .

JEFFERSON: [READING] We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the liberties to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

CHORUS: UP FULL TO END OF VERSE AND OUT.

NARR: And now, what of these adventurers who looked to the west—beyond the Alleghenies. . . . . .

VOICE 3: West of the mountains. There were those who nosed flatboats into the Ohio at Pittsburgh, scrabbled into the Mississippi, and went arowing down to New Orleans.

VOICE 2: There were others who settled in Illinois on the great prairie and swore they'd break the sod or they'd build a plow that would.

VOICE 3: And they did!

VOICE 4: But some thought Illinois was getting a little too crowded and they picked up their families and their plows and moved across the Mississippi into Missouri. . . . .

VOICE 3: And even Missouri got crowded after awhile for some of them.

CHORUS: SNEAK IN OH SUZANNA . . . HOLD UNDER.

VOICE 2: They could always go up the Missouri river. My great grandfather did just that, just to see what it looked like, he said. And he landed clear out in California, looking for gold. Walked and drove his oxen halfway across America. I guess he and all the others like him found out that America was big. He never did find any gold, though. Not in the ground anyway. . . but he found that America was big, and that it was going to take big men to tame it and make it livable and productful. . . . . .

CHORUS: SUZANNA UP AND OUT.

NARR: And those things were America. Liberty to pick up and move if you wanted to; liberty to move from one part of the land to another; liberty to take up land and make the kind of home you wanted to. America was big, and the men who opened the west were bigger. [NEW APPROACH] And this, too, was America . . . a cold gray day in Springfield, Illinois. A two or three car train, back of a tiny engine. A tall man, even taller because of the beaver hat he wore, leaning over the railing of the rear coach. His shoulders wrapped in a worn shawl . . . Abraham Lincoln was America. . . .

CHORUS: BATTLE HYMN OF THE REPUBLIC IN UNDER HUMMING.

LINCOLN: Friends—no one who has never been placed in a like position can understand my feelings at this parting. For more than a quarter of a century I have lived among you and during all that time I have received nothing but kindness at your hands. Here I have passed from a young to an old man. Today, I leave you; I go to assume a task more difficult than that which fell upon General Washington. . . . Let us all pray that the God of our fathers may not forsake us now. [Pause] Friends, again I bid you an affectionate farewell.

CHORUS: HYMN UP BRIEFLY AND UNDER AGAIN HUMMING.

WHITMAN: And I saw askant the armies.
I saw as in a noiseless dream hundreds of battle flags
Borne through the smoke of the battles and pierced with missiles I saw them
And at last but a few shreds left on the staffs [and all in silence]
And the staffs all splintered and broken. . . . .

CHORUS: HYMN UP BRIEFLY AND UNDER AGAIN HUMMING.

LINDSEY: It is portentous and a thing of state
That here at midnight, in our little town
A mourning figure walks, and will not rest,
Near the old court house pacing up and down,
A bronzed lank man! His suit of ancient black
A famous high top hat and plain worn shawl
Make him the quaint great figure that men love,
The prairie lawyer, master of us all. . . . .

CHORUS: HYMN UP FULL TO END.

NARR: Yes, these things are America. Abraham Lincoln; the Civil War; and finally, peace. [NEW ATTACK] When the North and the South had settled their differences and America was the Union, again, new forces, but still the same men with the same American spirit, began to work.

VOICE 2: There were roads to build, canals to separate two continents, railroads to smash across the continent, telegraphs to tie the people together. . . . . .

VOICE 3: People needed new plows, new farm and home equipment; we Americans were no longer self-sufficient on our acres hewn from the forest or wrested from the prairies.

NARR: There were men who saw these needs and wants. Whitney, McCormick, Deering, Oliver, Edison. . . . . .

VOICE 2: Men with a dream—to make living in America better. . . . .for all Americans.

VOICE 3: [- - - for all Americans.]

NARR: And there were other men who took the dreams of the inventors and built them into solid machines—and still other men who found new ways of selling the machines—and still other men who found new routes for transporting the machines . . . men who know that through machines we Americans would have a greater freedom—freedom from the tyranny of hard labor. These things which, too, are America did not happen overnight, nor did they happen without men with vision, ability, perseverance. . . . . .

VOICE 4: Men with a dream, and the know-how to make dreams become realities.

VOICE 2: Men with visions of a democratic, liberty-loving people, gathered from *every nation in the world*, working under the free enterprise system, and enjoying the highest standard of living in all the world. . . . These things are America.

NARR: The dream is not yet ended; the reality is still a living moving thing. There is still work to be done in America . . . and we have the freedom to live, to work under the American way, where every man is worthy of his hire; where there is opportunity for all who will but take it; where every man is important to every other man. Indeed, these things ARE AMERICA.

CHORUS: AMERICA THE BEAUTIFUL UP FULL THEN UNDER.

NARR: I hear America singing, the varied carols I hear
Each singing what belongs to him or her and to none else,
Singing with open mouths their strong melodious songs. . . . .
THESE THINGS ARE AMERICA.

CHORUS: UP FULL TO END OF VERSE.

ANN: THESE THINGS ARE AMERICA, a social studies broadcast for use in the high schools of Chicago, was a presentation of the Radio Council and Station WBEZ, the radio voice of the Chicago Public Schools.

This script is being reproduced for the benefit of AER members because it has been requested by so many school systems. Produced by George Jennings, director, Radio Council, Chicago public schools, it received a gold medal honor award in the national Freedom Foundation's competition for radio programs "furthering the American way of life." The cast was from the Central Radio Workshop and the choir from the Carl Schurz high school, conducted by Le Roy Wetzel.—THE EDITOR.

Events — Past and Future

Atlantic City Meeting

Television and Education was the theme of the meeting of the New Jersey AER held jointly with the New Jersey Association of Teachers of English at the 95th annual meeting of the New Jersey Teachers Association in Atlantic City, November 12. Joint program chairmen were Leon C. Hood, president, English Teachers Association, and editor, *Listenables*, and William Pfeiffer, New Jersey AER president and director, Station WBGO-FM, Newark Board of Education.

More than 300 teachers and school administrators heard TV leaders present a stimulating panel on the use of this new medium and its effect on education.

Panel members consisted of Martha A. Gable, assistant director of school-community relations, Philadelphia, and coordinator of the school TV programs; Leon Levine, president, New York Metropolitan AER, and director of discussions, CBS; Sterling Fisher, NBC; and Bernard B. Smith, contributing editor, *Harpers Magazine*, and counselor-at-law specializing in radio and television.

Miss Gable related what Philadelphia was doing in TV in community relations, in-school programs, and after-school viewing. Mr. Fisher and Mr. Levine discussed the problems faced by TV stations in presenting programs —cost, time schedules, curricular problems. They pointed out also the many valuable educational programs now available, especially on the adult level.

Mr. Smith pointed out that a few years ago TV was looked upon as the great mass medium of communication with its possibilities for educational use virtually unlimited. Now, after only a short period of telecasting, it appeared to him that TV is to be like radio, a medium through which advertisers will sell anything from cars to lipstick. He pointed out that the people, through Congress and the FCC, control TV and they, rather than the Hooper-guided advertisers, should dictate program types and content.

Members of the audience participated in a lively discussion following the conclusion of the formal presentations by the panel. Later, the New Jersey AER held a business session at which it was voted to offer all possible assistance to the AER and the AASA in connection with the annual convention in Atlantic City in late February.

Russians Learn About WHA

Russians are paying rubles this month to read the story of the "Wisconsin School of the Air," state station WHA's unique service to the grade schools of Wisconsin, when issue 36 of *Amerika* appears on Soviet newsstands. The story was written by special request for this U. S. State Department publication by Richard S. Milbauer, holder of this year's H. V. Kaltenborn scholarship award at the University of Wisconsin.

The four-page article has been translated into the Russian language and is illustrated with pictures of Wisconsin boys and girls in their classrooms taking part in activities directed by radio.

Featured with the story is a full page of drawings, in color, which are the actual work of children registered for WHA's creative art lessons, *Let's Draw*. The page of imaginative drawings shows that Wisconsin boys and girls really do learn to create and appreciate art—by radio.

The story tells the people of Russia how, in the past eighteen years, teaching by radio, as developed by Station WHA, has progressed from a novelty to an important part of the state's educational system. Closely integrated with regular classroom instruction, the programs cover such subjects as art, science, music, nature, literature, and citizenship, reaching over 150,000 pupils in more than 4,000 schools several times a week.

Mr. and Mrs. Russian may find it interesting to read that the WHA news program for children, *News of the Week* is

> . . . designed to provide the boys and girls with a round-up of the most significant current events at home and abroad. The follow-up discussions in classrooms after each broadcast permit each pupil to mull over his ideas on the event and form his own conclusions.
>
> The purpose of the *News of the Week* approach is not to inflict opinions but to make each boy and girl aware of the many-sided nature of events in the news and to form attitudes which in adulthood will help him make sound judgments as a voting citizen.

The same Mr. and Mrs. Russian may also find it interesting to learn how a capitalist democracy is offering its citizens, through a state-owned radio station, cultural activities in literature, music, and even in art.

The 50,000 copies of *Amerika* shipped monthly by air from New York to Moscow are believed by American Embassy officials in Moscow to reach a million people through newsstands, libraries, organizations, and neighborly passing on from hand to hand. It is the only publication about the United States which is widely distributed in the Soviet Union.

Amerika features articles new to the average Russian reader such as: popular-scientific information, which is never found in Soviet publications; "how things are done" descriptions; profiles of American personalities; and articles presenting the concepts of individual freedom and responsibility.

Gould Comments on Television

Unless television focuses its resources on creative ideas, imagination, and new talent, it will soon be making a mockery of its favorite slogan—"bringing life into your home," declared Jack Gould, radio editor, *New York Times*, in a special address recently on *The Listener Talks Back*, heard over KFMV.

"Now that the novelty of television has worn off," Gould said, "everybody wants to know where television is going and what it is going to be. What course will programming take? Will it merely be a new way to exhibit motion pictures; a shot-gun wedding of films, radio, and stage; or will it be a unique and distinctive way to educate, inform, and entertain?"

Television is the only medium which can transmit actuality, and therein lies its basic appeal, Gould stated. "It must reflect the entire contemporary scene and every facet of human endeavor, and it must provide for minority preferences if it is not to degenerate into repetition and sameness, more vaudeville and more mysteries."

Already, Gould warned, experimental production is on the wane, and so-called "public service" shows are being sidetracked into unfavorable time periods or are being reduced in number.

Aware of the many economic and artistic problems that plague the television industry, Gould called for a balance between commerce and culture—between the legitimate aims of the advertisers who want audiences to hear

their commercials and the interests and hopes of the public which looks at the shows.

"Entertainment is a gamble, and creativeness is the most illusive thing in the world," the noted columnist said. "We can never be sure of what or who will catch the public's fancy. Therefore it is common practice for sponsors and broadcasters to look for the sure thing —box-office stars and programs which have already met public acceptance. They want to reduce show business to known certainties.

"But television, which burns up talent at a prodigious rate, must show a willingness to replenish our culture, to try new ideas and new talent. Diversity is absolutely essential."

Many of the answers to television's problems lie with the public, Gould added. Too many people are too content, he said, to turn the dial and let it go at that. Unless the television viewers make their feelings known now to the stations and sponsors they forfeit their right to complain at a later date.

NAB Backs New Radio Treaty

The National Association of Broadcasters, through its Board of Directors, adopted a resolution recently urging on the Congress, the Department of State, and the Federal Communications Commission "the vital necessity of a new treaty" on broadcasting channel allocations, pointing out that the Cuban government has authorized radio operations which "severely damage the coverage" of American stations.

The resolution called attention further to "the serious degradation of program service to millions of listeners in the United States of America and a steadily growing expression of public indignation toward Cuba."

Listenables

DON'T be *half*-certain—use *Listenables* and *know* what radio programs are to be broadcast on a certain station at a certain time. Use *Listenables* and know *in advance* the content, background, and probable quality of those programs. Be a *radio-wise* teacher, a *better* teacher radio-wise —use *Listenables!*

Sound like a commercial? Perish forbid! Helpful advice, rather, from the Radio Committee of the AER-NCTE which prepares and distributes *Listenables*, and from the many teachers and school systems now using them with "profit and enjoyment." [Miami] Other nice things said about *Listenables*: "Splendid listings of programs and suggestions for promoting use of radio. . . ." [Pawtucket, R. I.] ". . . ready reference, good way to cultivate taste. . . ."[Gloucester, Mass.] ". . . invaluable aid . . . very helpful to teachers of English. . . ." [Rochester, N. Y.] "Critical listening rather than passive receptivity" was the way one teacher described changed student response [Aurora, Ill.] and "Saves Sunday scrambling for good programs for the week" says another who got "encouraging results" with "low groups" after using *Listenables* as a guide. [Gloucester, Mass.] "I use *Listenables* to plan my own radio listening" writes a third teacher from Gloucester, Mass. And the chairman of a parent listeners' group in East Orange, N. J., finds them "most helpful and appreciated." Two comments especially to be noted: ". . . provides real service in giving *details*. . . ." [West Hartford, Conn.] and ". . . enables us to determine ahead of time what programs we want to have *transcribed*." [Albany, N. Y.]

Yes, *Listenables* provides the most complete annotations available on every radio and TV program mentioned and lists them far enough in advance for convenient recording. In addition it enables the teacher to prepare all pre-broadcast and follow-up activities more comfortably and effectively than last-minute notification allows. Other features include reviews by Committee members, comments by teachers and students, reprints from professional and trade sources, teacher's guides for special broadcasts—e.g., documentaries, listings of CBC and BBC programs which can be heard in this country, sources and costs of scripts and transcriptions when available for listed programs. . . .

Not the least of *Listenables'* advantages is its impartiality. *Listenables* does not recommend nor even grade programs; it simply offers as much information on as many programs as possible and leaves the reader free to decide which will probably best suit his purpose, be it extension of subject-matter, radio appreciation, study of dramatic and communication arts, or psychology of communication and on any level, elementary or college. Unlike most "good listening" guides, *Listenables* does not limit the reader's knowledge to programs approved by the Committee—rather, by also mentioning "fluff" and "trash," it hopes to point up the amount of undesirable material on the air as well as the omission of needed programming. It hopes that the user will study trends as revealed in *Listenables*, express his opinion through *Listenables*, and by personal action and encouraging student letters to producers and sponsors, make desired changes in *Listenables* by changing the content of radio!

Listenables also hopes to incorporate other features which have been requested—e.g., more television and local programs, special issues for different areas and time zones. Unfortunately, the subscription rate [$2.50 for 36 copies—less than 7 cents each!] does not even cover costs. The Radio Committee of the AER-NCTE, believing that the intelligent and wide use of *Listenables* by educators, parent and civic groups constitutes a service to the programs themselves, has tried to persuade the networks and other organizations commercially interested in promoting radio listening, to at least share the cost of material and distribution. Members are still working on the problem for the sake of those teachers who have expressed enthusiasm for *Listenables*, but cannot afford to subscribe individually. The Committee will continue to maintain this service as long as it can, but if *Listenables* is to survive and expand, more subscriptions are needed, preferably in the form of quantity orders from schools or school systems.

The Radio Committee of the AER-NCTE endeavors to help the development of discriminating radio listening so that students, teachers, and the industry may benefit—the first through increased and more worthwhile aural experience, the second through an invaluable teaching aid, and the last by the enlargement of its audiences. It is hoped that *Listenables* will stimulate and facilitate the exchange between microphone and eardrum, loudspeaker and blackboard, to the advantage of all

concerned. It hopes to be one means by which producers, educators, and lay listeners alike recognize and assume their respective and mutual responsibilities. If you want to contribute to this effort while advancing your own and your students' use of commercial broadcasts for educational purposes, please send *immediately* for *Listenables* to—Leon C. Hood, Chairman, Radio Committee of the AER-NCTE, 61 Lafayette Avenue, East Orange, New Jersey.

Clippings

PROBABLY ONE OF THE MOST SUCCESSFUL attempts made in Germany since the war to use the radio as an instrument in formal school education is that of the school broadcasts section of RIAS Berlin. These initials, literally translated, stand for Radio in the American Sector, and the station's school broadcasts organization is known as RIAS Schulfunk. This station, as a correspondent remarked in *The Times Educational Supplement* on January 8, regularly devotes over 50 hours a month to broadcasts to schools.

In spite of this generous timetable, RIAS Schulfunk is not—and would certainly not claim to be—a substitute for the classroom teacher. But it does try to provide a common link in the activities of the city's schools and the closest partnership with both pupils and staffs has, in consequence, become one of its outstanding characteristics.

The importance of collaboration of this kind, valuable under any circumstances, is paramount in present day Berlin. An acute shortage of receiving-sets prevents regular listening. Lessons often have to be arranged in shifts because several schools share one set of buildings. And, in the face of recurrent interruptions in the electricity supply, a constant service is extremely difficult to maintain. There is general agreement, however, on the value of the work of RIAS Schulfunk and on the need for it to continue. It is, for example, one of the points of contact between the Soviet and the western sectors of the city, since all Berlin schools, regardless of their geographical location, listen to its program and cooperate in its work.

How is this cooperation achieved? First, there is an advisory committee composed of headmasters and teachers which the Schulfunk staff consults regularly. In their joint meetings, programs are criticized, reports are made on reception and the pupils' reactions to previous transmissions, and new suggestions for future broadcasts are examined. All these joint sessions are recorded, since the number of teachers who can be directly consulted is necessarily limited, and the recordings are transmitted twice a week in a series called *Teachers' Hour*.

An ideal no less firmly held is that the children for whom the broadcasts are primarily intended should be brought into the closest possible relationship with the organizers. As long ago as December, 1947, schools were asked to select certain scholars who would be entrusted with the task of bringing forward criticisms and suggestions by their fellow pupils. They were also to act as general helpers to the teacher in charge of broadcasts in their own schools. Thus some measure of delegation of responsibility and of pupil representation is secured.

Another instrument of collaboration, and one which permits considerable exercise of initiative among the boys and girls themselves, is the school parliament set up under the general guidance of RIAS. In this organization, groups of pupils from the senior classes of the schools meet together to talk about selected subjects under the chairmanship of various well-known people. The choice of subject and lectures and the management of each meeting is entirely in the hands of the pupils themselves. One particular meeting is even now spoken of with enthusiasm; this was a visit by Bertrand Russell when the subject was "Youth's striving after ideals as opposed to the teaching of skepticism." The whole discussion was recorded and broadcast on many occasions afterwards.

Cultural, ethnological, historical, and constitutional problems in the English-speaking world are examined by an Anglo-German committee of about 20 members, all of whom have a good command of the English language. Their task is also to promote pen-friendships between American, British, and German children. The British and American education branches of Military Government give their advice and practical help freely. Other committees select for group treatment works of classical or modern literature which cannot be obtained for use in school, criticize and assess scripts submitted for broadcasting, and organize choral competitions and music listening groups.

Through these committees the schools have come to feel that RIAS Schulfunk is an institution in which they have an intimate personal interest. Since September, 1948, the feeling has been heightened by the creation of a school reporting team. Almost every day, talks are given by boys and girls of the team on events in the school life of the city, and this feature now enjoys such popularity that it is common for schools to take the initiative in asking the Schulfunk to send a boy reporter and recording car to their performances. In this series of broadcasts, a group of scholars has a radio interview every month with the city's chief inspector of schools and discusses recent developments in school affairs with him.

Experience has shown that not only the schools but the Berlin community also benefits from this vigorous experiment in cooperation. There is, for example, a welfare fund, with pupils and teachers as trustees, into which all receipts from special performances by various committees of the Schulfunk are paid for the benefit of needy Berlin children. Even the animals in the zoo were saved from starvation last winter by a collection of acorns and chestnuts undertaken by the schools in response to an appeal by the school broadcasts section, while in the summer Berliners were able to witness their own children's Olympic Games in which 18,000 boys and girls took part. Through such activities RIAS Schulfunk has assured itself of a place in the affections of the people of Berlin.—*The London Times Educational Supplement*, April 9, 1949.

Alpha Epsilon Rho

National—On November 30, Eta chapter initiated a new Honorary Member into the National Organization. Mel Allen, well-known sportscaster and former student at the University of Alabama, was recommended for honorary membership last year. He was voted upon by all the chapters in the fraternity and his initiation was arranged to coincide with his visit to the University of Alabama campus. Mr. Allen is currently

associated with the New York Yankees. Official congratulations were sent to Mr. Allen by Dick Lyons, student president, and Betty Girling, executive secretary of Alpha Epsilon Rho. With Mr. Allen's initiation, the National Radio Honorary now has two Honorary Members, Mr. Allen and Norman Corwin.

Omicron, Brigham Young University—An open house for prospective members in late October started the chapter off on its year's activities. Continued work on KBYU, the University station, has kept actives busy. Omicron and Iota [University of Utah] have planned joint dinner meetings with radio professionals from the Salt Lake City area.

Gamma, University of Minnesota—The chapter members have been actively participating in plays of the University Theatre during the fall quarter. Sheldon Goldstein, Gamma president, and Irv Fink, Gamma treasurer, played leading roles in *The Play's the Thing*. During the winter, Allis Rice, former Gamma president, will tour with the University Theatre's troupe, presenting *But Not Good-bye* in cities and towns throughout Minnesota and the Dakotas. Miss Rice is currently an administrative Fellow in Radio, attached to the Minnesota School of the Air.

Gamma members sacrificed their Christmas vacations in order to assist the University of Minnesota Radio Guild in the presentation of a special Christmas series of dramatic adaptations by outstanding authors from nine different nations. These half-hour productions were presented under the joint auspices of the University of the Air and the School of the Air, over Station KUOM, the University of Minnesota Station. Gamma members adapted and produced six of the nine programs.

Eta, University of Alabama—Two members of Alpha Chapter at Stephens have transferred to the University of Alabama to complete their work, and are now actively working with Eta. They are Dolly Carlson and Diane Durham. Bob Gunn, vice-president of Eta, is manager of the campus station, and Mort Granas, president, and Frank Berson, continue to combine school work with commercial radio jobs. New Eta initiates are: Clayton Cozzette, Everette Hollie, Rosalyn Zarovsky, and Frank Lee.

Questions concerning Alpha Epsilon Rho should be addressed to Betty Thomas Girling, *Executive Secretary*, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.

AER Record Review

For These We Speak

Rating—this series receives a general rating of "very good" from a Washington, D. C., committee under the chairmanship of Isabel M. Chappell.

High school and college teachers will find them to be most useful in health education and sociology classes as a source of supplemental material for units in community health, mental health, personality development, family care of the handicapped, and rehabilitation of the mentally ill.

Specifications—Four 16-inch transcriptions containing eight 15-minute programs recorded at 33⅓ rpm. Recording quality excellent. Approximate running time 13:10. Available for non-broadcast use on loan through the Federal Radio Education Committee, U. S. Office of Education, Washington 25, D. C. Make arrangements for commercial broadcast use through the National Mental Health Foundation, 1790 Broadway, Room 416, New York 19.

Description—A series of eight recorded radio dramas designed to interpret to the public some of the many problems concerned with the care and treatment of the mentally handicapped, and to offer suggestions for promoting sound mental health. The programs, produced by the National Mental Health Foundation, are designed for classroom use as well as for local sponsorship by state and voluntary health agencies, civic organizations, and other nonprofit agencies.

Each program dramatizes some problem involved in the diagnosis, care, and treatment of mental illness. After a brief standardized opening, each program is introduced by a well-known civic leader who states the problem. Following the dramatic presentation, a closing message is intended to stimulate the listener to initiate or to support community plans for proper care of the mentally ill.

Here are the titles, summary, and suggested uses of each program:

[1] "The Story of Louise Mapleton," introduced by Helen Hayes—a case history emphasizing the importance of prompt and early diagnosis and treatment of mental illness, and demonstrating possibilities for recovery in a hospital where high standards of care and treatment prevail. A young mother who succumbs to neurosis is restored to health through early diagnosis and proper medical care in a good mental hospital; wise guidance during home convalescence is an important factor in recovery. Suggested units: community health, sociology, mental health.

[2] "The Case of Cynthia Edwards," introduced by Helen Hayes—a case history highlighting the therapeutic possibilities of foster-home care for convalescent mental patients: a teacher used withdrawal to escape overwork and unhappy home environment; intelligent convalescent treatment indicates a period of foster-home care in order to complete a cure; the growth of the foster family in understanding of mental illness brings about a happy solution. Suggested units: same as [1].

[3] "P.Q. Gets Another Chance," introduced by Eleanor Roosevelt—emphasizes the relationship of sympathetic and intelligent understanding of employers and co-workers to the successful recovery of the mentally ill. It is the story of a man dismissed as cured from a mental hospital and his difficulty in returning to his job; job counseling services of his employer; and the effects of appropriate job placement as factors in his recovery. Suggested units: same as [1].

[4] "Aunt Milly and the Family Skeleton," introduced by Eleanor Roosevelt. Dramatic episode focuses attention on the near tragedy of a modern family attached to the ancient notion that "mental illness is a disgrace"; when a relative is sent to a mental hospital members of the family feel the obligation to change their attitude. This redirects their actions in keeping with new developments. Suggested units: personality development, mental health, community health.

[5] "Hats Off to Sarge," introduced by Mary Jane Ward, author of *Snake Pit*—pays tribute to the significant role the well-trained attendant plays in the treatment and recovery of a mental patient. In this episode a new attendant in a mental hospital has difficulty understanding his patients. His initiation [illegible] under the tutelage of a well-trained attendant results in a new understanding of the problems of ministering to the mentally ill; his recognition that the imaginings and whims of the bewildered are "real" develops a feeling of confidence and security through shared tasks and responsibilities. Suggested units: same as [1].

[6] "Joe Chandler Gets a Lift," introduced by Dr. Harry Emerson Fosdick—deals with a few of the psychological problems of a veteran and a non-veteran out of step with the world, who try to solve them by running away. They meet by chance on a highway, and learn to relieve their own problems by aiding others less fortunate than they. Suggested units: personality development, mental health.

[7] "The Kopec's Dilemma," introduced by Mary Jane Ward, illustrates how an outpatient mental health psychiatric clinic can bring expert guidance within the financial reach of low and moderate income groups, and serve to foster a community program of mental health. Dramatizes the story of a man with a mother "fixation," married to a domineering wife who deprives him of all individual thought and action. Through the services of an out-patient psychiatric clinic he is able to analyze his difficulties and is restored to a sound physical and mental health. Suggested units: personality development, mental health, community health, sociology.

[8] "Forgotten Children," introduced by Dr. Harry Emerson Fosdick—the needs of a delinquent, feeble-minded boy are discovered through good school counseling services. Placed in a proper training school with others of his intellectual level, the boy receives vocational training which enables him to take his place in society as a useful citizen within the

limits of his own capacity. Suggested units: personality development, mental health, sociology.

Study Aids—none.

Appraisal—These transcriptions were used in the girls' health education classes at Calvin Coolidge high school, Washington, D. C., in connection with units in personality development [11A] and community health [12B].

The students made the following evaluation: [1] The writing, acting, and production in general are excellent; [2] The "bill board" opening was "monotonous and distracting"; [3] The "plots" and case histories were "interesting," "well-developed," and "convincingly related"; and [4] Several felt that the dramas were "somewhat soap-operaish" but conceded the "tremendous educational possibilities of the technique" and recognized that the "soap opera" audience was probably "an ideal place to begin."

The girls discussed the situations and conditions of the mentally ill and mentally handicapped very objectively and naturally; they unanimously agreed that "mental illness is no different from tuberculosis, measles, or scarlet fever." The activities and special reports following the listening periods indicated changed attitudes, aroused interest, increased feeling of responsibility, increased knowledge in the mental health area.

The appraisers feel that the transcriptions could also be used with much effect by any lay group in the community; that they would arouse interest in and responsibility toward community promotion of mental health clinics; that they would promote a critical evaluation of all public-financed services and facilities for the mentally ill; that they would encourage better understanding of problems of the hearer's own children, normal or handicapped; that they would aid in breaking down false ideas and ignorance; that they would encourage a wholesome approach to all problems of mental health.—ISABEL M. CHAPPELL

Other Communications

The write-up of Station KWGS as one of the "Educational Stations of the Nation" appeared in the November issue. That story drew the following comment from Richard B. Hull, president, National Association of Educational Broadcasters, and director, Station WOI, Iowa State College, Ames, in a letter to KWGS director, Ben G. Henneke:

Just a note to tell you how delighted I was with the excellent write-up of KWGS in the November *Journal of the AER*. I was especially interested in the high listenership you maintain in Tulsa county and in learning more about what looks to me a very excellent list of features in a well-equipped station.

Another one of our members, Horace J. Shaw, who has charge of radio, speech, and homiletics at Emmanuel Missionary College, Berrien Springs, Michigan, wrote in a recent letter:

The past summer I completed my Master's work in the field of speech at the Seventh-Day Adventist Theological Seminary in Washington, D. C. My thesis may prove of some interest to you, as it is a *Syllabus for a College Course in Radio and Video for the Minister*. A copy of this for your examination may be secured from the Seminary or the Library of Congress. Either place will be glad to release it on the inter-library loan plan.

Members Write Us

President's Page Draws Comments

In the November, 1949, issue, President George Jennings offered a searching analysis of radio, particularly as it applies to education, and issued a stirring challenge to all who are interested in better radio. It should not be surprising that his statement has drawn favorable comment from AER members.

Leon C. Hood, chairman, AER-NCTE Radio Committee, 61 Lafayette Avenue, East Orange, New Jersey, wrote:

I like your "President's Page" in this month's [November] *Journal of the AER!* What you said has my hearty approval. There certainly ought to be enough of us who feel as you do to make an impression on the powers that be. . . . Count on me to help.

Dr. I. Keith Tyler, AER past president, and director of radio education, Ohio State University, had this to say:

Congratulations on your article on "The President's Page" in the current issue [November] of the *AER Journal*. I like the sentiment and I thought it was splendidly written. In fact, I thought it was one of the best things that you have done.

It is time that all of us did some serious thinking about the future of radio. Congratulations again!

Wilbur Sunday Lewis, World Radio-television Council, Milford, Ohio, contributed the following comment:

Just a line or two to let you know how much I enjoyed "The President's Page" for November, 1949. Many of the ideas you expressed are true and are to be commended.

Dr. Tyler's Editorial, same issue, was most interesting.

For many years the writer has attended the Institute for Education by Radio in Columbus as a critical observer and each year the Institute is better in quality and quantity. But it is like a highway along a river valley, with some rough spots and curves being eliminated each year. I believe its members should in 1950 consider the possibility of ascending some of the high points along that highway and river valley to take a look at conditions from a better vantage point. . . .

Your untiring efforts to promote public education by radiotelevision are greatly appreciated and duly recognized. Thanks!

Idea Exchange

Journal Has Wide Distribution

Analysis of the membership list of the AER shows the following as the fifteen leading states:

New York	163
Illinois	162
Indiana	91
California	78
Texas	66
Michigan	63
Ohio	63
Oregon	62
Pennsylvania	39
Missouri	32
New Jersey	42
Oklahoma	30
Massachusetts	29
District of Columbia	25
Minnesota	22

The AER has at least one member in every state except Delaware and Nevada. It has members also in Hawaii, Puerto Rico, and Alaska. Furthermore, the *Journal* goes to thirteen foreign countries, including the occupied portions of Germany and Japan; India, Russia, Egypt, England, South Africa, China, Switzerland, Brazil, Austria, Mexico, and Canada.

The ten leading U. S. cities [exclusive of suburbs] are:

Chicago	123
New York [Brooklyn]	105
Portland, Oregon	53
Indianapolis	48
Philadelphia	36
St. Louis	35
Detroit	31
Washington, D. C.	24
Cleveland	22
Minneapolis-St. Paul	19

A Listening Guide Foreword

The accompanying six-page guide to radio listening has been prepared by the audio-visual committee of the Wilmette PTA, composed of a teacher representative and a parent from each of the Wilmette, Illinois, schools.

An attempt has been made to choose those programs which are generally considered to be good of their kind. Most variety and comedy shows of the Fibber McGee—Bob Hope variety have been omitted from this list, not because the committee considers them objectionable, but rather because listening to them is very much a matter of taste. Moreover, they have been so well advertised that most radio listeners are

well aware of their broadcast times.

It will be noted that FM radio has not been included in this listing. There are three reasons for this: [1] FM programs are, in general, of such high calibre it would be difficult to screen them; [2] Most of the programs listened to in the school are AM, and our children thus have regular access to several good FM programs; [3] Many programs appear over both AM and FM and, as a result, considerable duplication would result. However, if the demand for such a guide is great enough, the committee will be happy to prepare such a list.

Most parents will agree that children's programs in general could be vastly improved. For that reason, the committee was in serious doubt about the wisdom of including any of them in this guide. We have compromised by selecting only two: *The Lone Ranger* and *Challenge of the Yukon*. Both are highly popular with children, are not too full of "blood and thunder," and are dedicated to the premise that the "right always wins."

Radio and television are a part of the American scene, and, as such, play important parts in the lives of most Wilmette families. However, this committee would like to urge that discretion be used in the use of these instruments of entertainment and education. We would agree with certain guidance experts and school leaders in suggesting the following points for your consideration:

[1] It has been found that many children become tired and overstimulated by the constant noise of a radio broadcasting exciting programs during after-school and evening hours. It would seem wise to eliminate all but a few good programs.

[2] When the weather and his health permit, it is better for a child to play outside after school than it is for him to sit with his eyes trained on a TV screen or listening to many programs of stimulating radio. It has been suggested that a half-hour of television or radio is enough at one time for the normally active child.

[3] Young children will usually sleep better if their bedtime story has come from a quiet book instead of a stimulating radio or TV show.

[4] Only over week ends should children be allowed to sit up after normal bedtime hours for radio or television. A fidgety child or a weary child may result from prolonged lack of sleep and overstimulation.

[5] Radio and television are here to stay, and, if used intelligently, are of inestimable educational value. Elizabeth Marshall, state chairman of the Illinois Congress of Parents and Teachers, has said, "Broadcast program selection is closely integrated with character education and the problems of making sound, wise, happy choices in all things. . . . Children can be taught to choose their 'radio friends' as wisely as they will select their 'book friends.'"

It is hoped that the *Radio Listening Guide* may be of some help to you during both school and after-school hours. This committee will welcome any comments and suggestions you may wish to make.—Mrs. Robert D. Cox, Central-Stolp school; Mrs. E. C. Walter, Harper school; Mrs. Harold Westlake, Highcrest school; Mrs. J. R. Orelind, Howard school; Mrs. Alfred J. Fehr, Jr., Laurel school; Mrs. Stanley Smith, Logan school; Mrs. Paul Moore, Village-Wide P.T.A.

KWK High School Review

KWK, St. Louis, and the St. Louis *Globe-Democrat* have undertaken a new series of programs designed to acquaint listeners with the background, aims, and extra-curricular activities of St. Louis area high schools.

High School Review is the name of the new program, which is recorded at an assembly in the individual high school auditorium. Student interviews, a talk by the principal, a historical sketch, items on athletic or social events, student dramatic efforts, and music by the glee club, band, and individual students are moulded into a professionally paced and produced half-hour program by John Traxler, KWK production manager.

The series, which began October 16, is scheduled to run for 28 weeks. Already applications for programs far exceeded the number of dates, and the availabilities were distributed equally among high schools of St. Louis, St. Louis County, and Madison County, Illinois. Public, parochial, and private schools are all included.

Listener interest is further stimulated by the use of Gil Newsome, a St. Louis radio personality with a strong following among high school students, as master of ceremonies.

The program is presented on KWK by transcription Sunday afternoons. The Sunday *Globe-Democrat* runs an extensive article on the school to be featured, emphasizing its history and place in the community. The story is illustrated with pictures of the school and principal, and readers are given a summary of the afternoon's program and its participants.

Reaction to the new program has been most favorable. Typical of administrators' comments is the following from Ben H. Barr, principal of Soldan-Blewett, one of the largest St. Louis high schools:

> The programs are doing a great service to the people of the metropolitan area. They give the listeners a word and sound picture of the present-day high school. People are learning that boys and girls are experiencing wholesome and interesting things in high school. In a manner, the programs take the schools into the homes.

One problem that faced Producer Traxler and Ed Keath, *Globe-Democrat* radio promotion man who planned the series, was that of presenting a program polished enough to achieve wide listener appeal while consistent with the radio skills of the students. They compromised by providing professional announcing, production, and engineering but leaving selection of material and participants to the individual school.

Apparently this thinking was sound, since it drew the following comment from Carl Burris, principal of Clayton high school:

> The professional guidance and direction evident in the program were most valuable to the performers and the audience. . . .
>
> Some of the most valuable lessons are taught outside the usual classrooms. We have learned much through the program, and it is certain that what was learned will be remembered better and longer than much of the content of school books.

Although *High School Review* is in no sense a commercial program, both station and newspaper have been encouraged enough by the good will built by the series to justify the heavy production costs such a program entails.

Radio Opportunities in Coast Guard

Opportunity for training as radioman and electronics technician is offered by the Coast Guard to qualified young men. This training is given at the Coast Guard Training Station, Groton, Connecticut.

The latest equipment and techniques are employed in the classroom and the laboratory.

Selections are made from newly enlisted men as they finish their basic training. Tests are given to determine the adequacy of the man's educational background and aptitude for this training.

Further information may be obtained at any Coast Guard Recruiting Station or write to the Commandant [PTP], U. S. Coast Guard, Washington, D. C.